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ABSTRACT

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, trains teachers in how to evaluate their instructional effectiveness. Addressed in the individual learning experiences included in the module are the following topics: sources of feedback (teachers, state department of education supervisors and university faculty, oneself, and students); evaluation methods (observations, checklists, videotaping, assessments of student performance, and anecdotal records); and use of feedback results. Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

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MODULE
D-6

Evaluate Your Instructional Effectiveness

Second Edition

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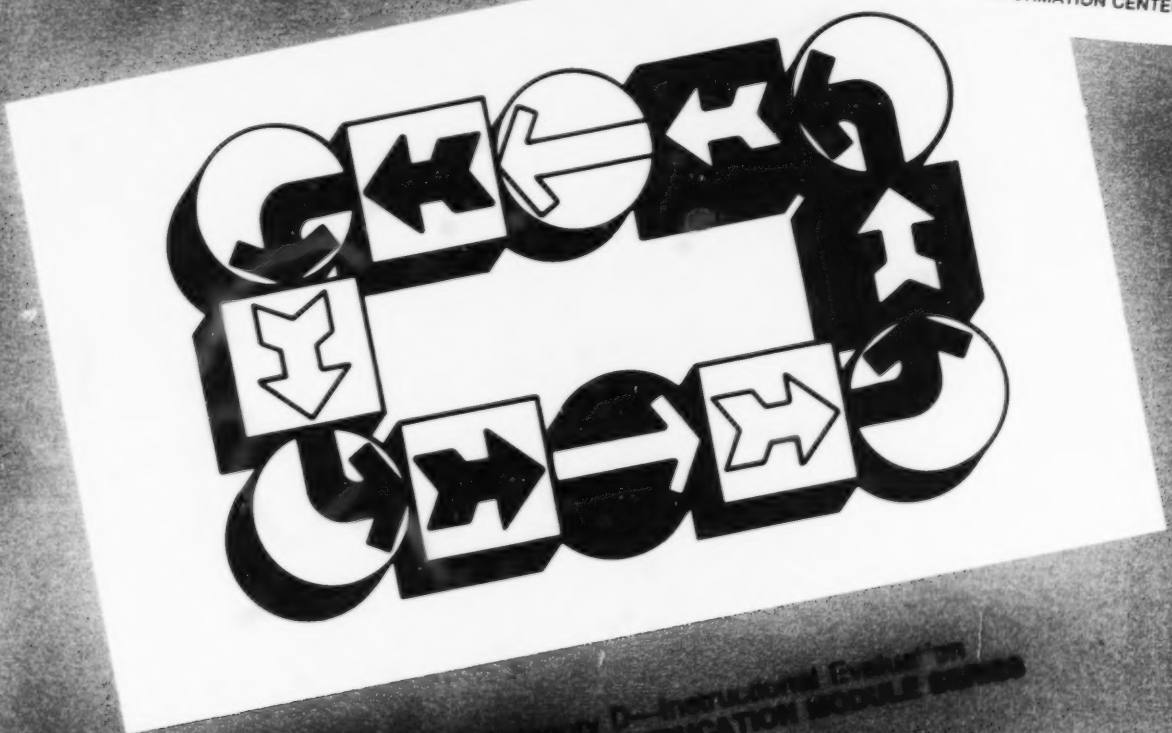

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; Marilyn MacMillan for module layout, design, and final art work; and to George W. Smith, Jr. for supervision of the module production process.

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The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE D-6

Evaluate Your Instructional Effectiveness

Second Edition

Module D-6 of Category D—Instructional Evaluation
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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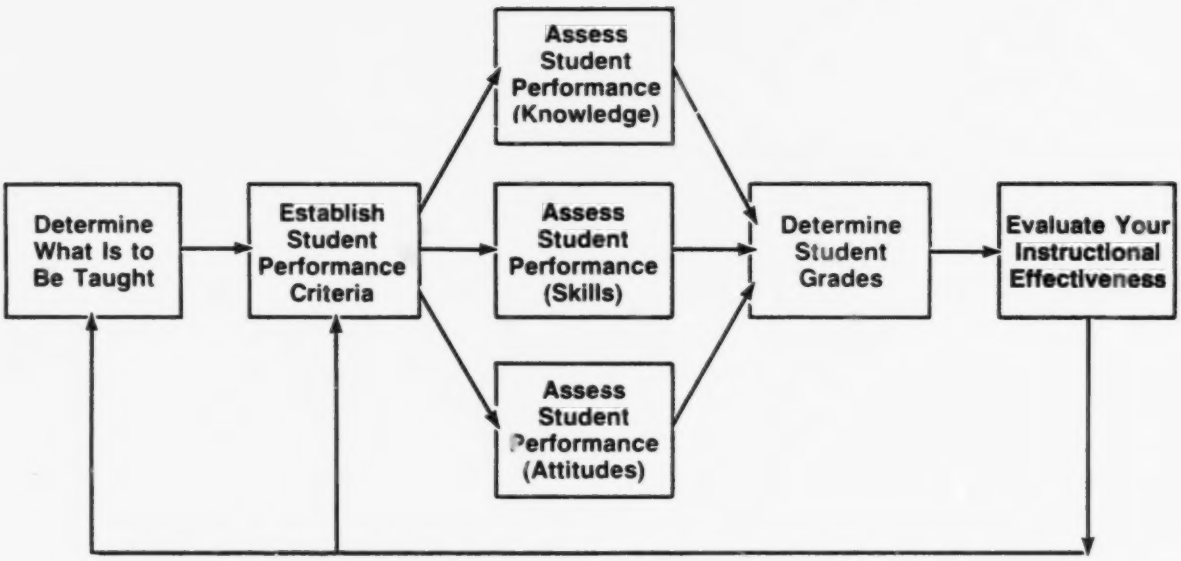

Determine What Is to Be Taught
Establish Student Performance Criteria
Assess Student Performance (Knowledge)
Assess Student Performance (Skills)
Assess Student Performance (Attitudes)
Determine Student Grades
Evaluate Your Instructional Effectiveness

INSTRUCTIONAL EVALUATION PROCESS

INTRODUCTION

Learning is not something that stops when you receive a diploma. It is a lifelong process, and as long as you are receptive to new ideas and information, you can continue to grow and improve both personally and professionally. This openness to growth is expressed in the old saying, "So long as you're green, you can grow."

Just as plants cannot grow without nutrients, you cannot improve as a teacher without receiving information and feedback from others. Feedback is a circular process; the information you obtain about your teaching effectiveness gives you new ideas and new directions to pursue. It suggests new approaches to explore in the classroom, laboratory, and community. Your growth as a teacher in turn enhances student learning and improves the feedback you receive.

The first step in becoming a more effective teacher is to plan a method of evaluation that will give you thorough and accurate information about your strengths and weaknesses. This module is designed to give you skill in planning and implementing a method of evaluation that is logical, usable, and capable of improving your teaching on a continuing basis.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual teaching situation, evaluate your instructional effectiveness. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the principles and procedures involved in evaluating instructional effectiveness (*Learning Experience I*).
2. Given a case study of a teacher evaluating her instructional effectiveness, critique the performance of that teacher (*Learning Experience II*).

Prerequisites

In order to evaluate your instructional effectiveness, you must have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. If you do not already meet this requirement, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in selected modules in Category B: Instructional Planning; Category C: Instructional Execution; and Category D: Instructional Evaluation.

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

One or more teachers, experienced in evaluating their instructional effectiveness, whom you can interview.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which you can evaluate your instructional effectiveness.

A resource person to assess your competency in evaluating your instructional effectiveness.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

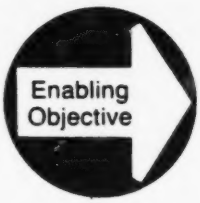
The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW



After completing the required reading, demonstrate knowledge of the principles and procedures involved in evaluating instructional effectiveness.

You will be reading the information sheet, Evaluating Instructional Effectiveness, pp. 6–13.

You may wish to interview one or more teachers experienced in evaluating their instructional effectiveness to determine the evaluation procedures they use.

You will be demonstrating knowledge of the principles and procedures involved in evaluating instructional effectiveness by completing the Self-Check, p. 14.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, p. 15.

Activity 1

To ensure that your teaching is and remains as effective as it can be, it is essential that you evaluate your teaching on an ongoing basis. For information on the basic concepts involved in evaluating instructional effectiveness, the sources of feedback that will serve you in that evaluation, and the necessity for continual evaluation, read the following information sheet.

EVALUATING INSTRUCTIONAL EFFECTIVENESS

Instructional effectiveness can be evaluated in two major ways—by examining the instructional process or by looking at the product of that instruction. Evaluating the instructional **process** involves measuring your ability to establish objectives, plan lessons that meet those objectives, select or prepare appropriate instructional materials, and use effective teaching methods. Evaluating the **product** of instruction involves measuring the outcomes of instruction in terms of student achievement. Evaluation of instructional effectiveness should examine **both** of these aspects of instruction.

In evaluating the processes and products of instruction, there are a number of sources and methods you can use. The **sources** of feedback include evaluations by others (e.g., other teachers, supervisors, university faculty, and students) and self-evaluation. The **methods** you can use to get feedback include observations, checklists, videotaping, assessments of student performance, and anecdotal records.

Before any evaluation efforts are undertaken, you need to carefully **plan** how you will gather feedback and from whom. Although any type of feedback can be useful, evaluations should be based on information obtained from a variety of sources. Getting a cross section of opinions or evaluations will give you a better overall picture of your performance. Consider the following example.

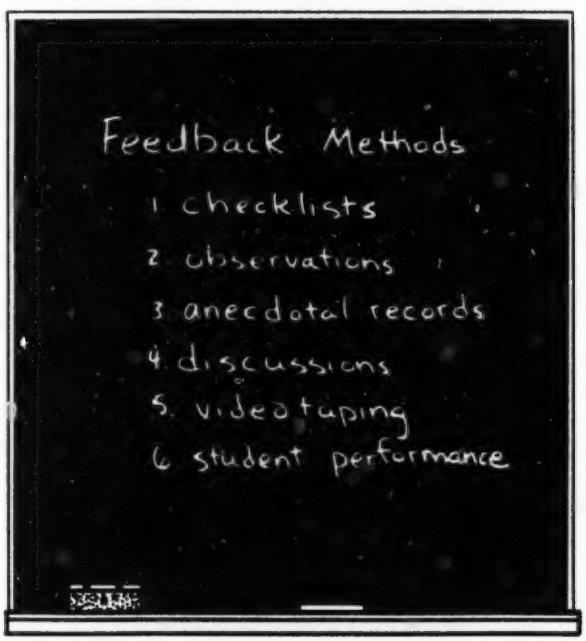
Assume you are teaching a lesson to a group of 15 students and that you videotape the lesson so it can be evaluated by another teacher, an administrator, a vocational supervisor, and a university professor. At the end of the lesson, you ask the students to anonymously rate the effectiveness of the lesson. Later, you evaluate the students' grasp of the lesson content. After showing the videotape, you have the observers rate the effectiveness of the lesson.

You get the following feedback: 12 students felt that it was an interesting lesson and that they learned a lot; 2 students said it was boring; 1 student said it was confusing. Out of 15 students, 9 did poorly on the device you used to measure their grasp of the lesson content.

The university professor indicated the lesson could have been more effective had visuals been used. The teacher indicated that he uses a film to teach that concept and that the film is more effective than the method you used. The vocational supervisor noted that parts of the lesson could have been geared to relate more directly to the real world of work. The administrator was concerned that you kept the students past the bell, causing them to hurry to their next class or be tardy.

This is an exaggerated situation, of course; however, differing opinions and concerns are to be expected. Had you gotten feedback from only the bored student or from only the teacher, you would have had only a partial view of your effectiveness.

With the variety of feedback obtained, you can conclude **tentatively** that: (1) you need to be aware of and make more use of available media and materials; (2) although most students were interested, more than half the students did not grasp the lesson content; (3) you are not meeting the needs and interests of three of your students; (4) you need to be more careful in timing the length of your lessons; and (5) you need to plan lessons that relate more directly to the occupations for which your students are being trained.



Feedback from a single lesson probably will not be consistent enough for you to make a definite judgment about your teaching effectiveness. However, if you continue to accumulate feedback over a period of time, patterns should form that will give you a more accurate picture of your strengths and weaknesses. Let's consider each potential feedback source more closely.

Feedback Sources

Teachers. Other teachers can suggest additional materials you could use or alternative methods and techniques that seem to work. When requested to do so, they may be able to point out areas in which you are weak and to suggest ways to improve. If an individual student is causing problems, other teachers may be able to tell you whether that student's behavior is unique to your class, and you may be able to draw on their experience in helping you to solve the problem.

State department of education supervisors and university faculty. Such persons have a level of expertise, experience, and objectivity that can be of great potential help to you as a teacher. They are usually well versed in the latest educational research and the most current materials and techniques available. Thus, they are in an excellent position to assist you in identifying ways to overcome instructional weaknesses.

You. You are also an excellent source of feedback. You know better than anyone what your goals and objectives are. Therefore, through the process of self-evaluation, you can evaluate how well you are meeting those goals and objectives. Critical self-evaluation may also reveal areas of strength that you can capitalize upon and areas of weakness that you need to work on.

Students. Your students observe you daily at close range, over an extended period of time. They are in the best position to see your overall performance, and they know whether they are motivated by your lessons and whether they feel they are making progress. And since student performance is the ultimate test of teacher effectiveness, measuring that performance is a key source of feedback on your effectiveness. The feedback can reveal whether students are responding to you as a teacher and grasping the information presented in your lessons.

Cautions. There are a few cautions that should be noted when using each of the sources described. For example, when a "stranger" enters your classroom to observe, students may behave differently. Students who normally participate freely in class discussions may not respond to your questions. Students who are normally attentive may be distracted by the stranger's presence.

It is also true that when human beings evaluate anything, they bring certain biases or preferences into play in the process. A student who just failed a quiz in your class because he or she didn't read an assignment may rate your performance negatively on all items. Such an evaluation is not strictly accurate in terms of your overall performance, but it is an indication that some problem exists that needs your attention.

Teachers who evaluate your performance may also exhibit biases that need to be taken into account as you review their comments. A teacher who believes that students should sit quietly in their seats while she or he takes the most active part in the lesson may give a poor rating to a teacher who encourages a more open and free atmosphere. A teacher who relies heavily on visuals may be overly concerned with the fact that you do not use visuals as extensively. Administrators, because of the nature of their responsibilities as school managers, may tend to focus on how well you are fulfilling your managerial functions.

In addition, when evaluating yourself, it is sometimes difficult for you to be objective. You may be too hard on yourself, you may tend to rationalize what you did, or you may not see what you did.

Therefore, remember that evaluations are always **partly subjective**. Each source will, in fact, give you one point of view regarding your effectiveness as a teacher; the previously mentioned "limitations" only become limitations if you interpret any **one** as the **only** point of view. A strong evaluation program, which draws on a number of sources, allows you to compare, contrast, and analyze several points of view to arrive at a realistic estimate of the true strengths and weaknesses of your performance over time.

Evaluation Methods

Once you have determined who will be involved in your evaluation plan, you can direct your attention to selecting the evaluation methods or devices you will use—or give others to use—in evaluating your instructional effectiveness. The following methods and devices should be considered.

Observations. One commonly used method is observation. In most institutions, administrators are required to observe each of their instructors, or each new instructor, a certain number of times during the year. This need not be a threatening situation. If you are putting effort into the planning and execution of your lessons and are open to suggestions for improvement, such observations can be productive and helpful.

In addition to these required observations, you can invite other educators (e.g., supervisors, other teachers, media specialists, and counselors) into your classroom to observe your presentations.

Feedback from such observations can be either **formal** (observers can use checklists to evaluate specific skills) or **informal** (observers can meet with you afterwards to informally discuss your instructional strengths and weaknesses).

Another option is to combine formal and informal feedback. For example, the observer can fill out a checklist first and then meet with you to discuss the ratings further and suggest possible ways of improving your instructional effectiveness. This approach combines the advantages of the previous two: the checklist ensures that certain key items will be evaluated; the discussion allows you to probe each of the ratings further to determine more specifically what needs to be improved and how.

Checklists. Numerous checklists and other rating forms are available. Many are produced commercially by accrediting agencies and various educational firms. Individual institutions, districts, and states often prepare such checklists for use with and by their own educators.

The Teacher Performance Assessment Form in this module—and similar forms in the other modules in this series—can be used by observers to evaluate instructional effectiveness. Sample items from two checklists are shown in samples 1 and 2. Sample 1 would be used to evaluate an instructor's overall performance. Sample 2 is designed to evaluate the instructor's competency in a specific area of skill.

It should be remembered in using prepared evaluation checklists that each form describes what **someone** has decided adds up to good teaching. Such viewpoints are helpful but not necessarily the only or the best way of looking at your teaching skills. The results of such devices should be considered together with feedback from other sources.

These same types of checklists can be used to self-evaluate a videotaped recording of your performance, and similar checklists can be used to have students evaluate your performance. When asking students to evaluate your teaching performance, it is important to explain to them why it will be helpful to you. Generally, the task will be less threatening and the results more objective if you ask them **not** to put their names on the evaluation forms. A few items from a student evaluation device, the Minnesota Student Attitude Inventory, are shown in sample 3.

SAMPLE 1

CHECKLIST FOR RATING OVERALL PERFORMANCE

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. The teacher was prepared for the class	☐	☐	☐	☐	☐	☐
2. The teacher's presentation was well organized	☐	☐	☐	☐	☐	☐
3. Lesson objectives were made clear to the students	☐	☐	☐	☐	☐	☐
4. The teacher was interesting and enthusiastic	☐	☐	☐	☐	☐	☐
5. The teacher's voice was audible	☐	☐	☐	☐	☐	☐
6. The teacher could communicate the subject matter to the students	☐	☐	☐	☐	☐	☐
7. The teacher was receptive to the expression of student views	☐	☐	☐	☐	☐	☐
8. The teacher answered questions clearly	☐	☐	☐	☐	☐	☐
9. The teacher kept order with a fair hand	☐	☐	☐	☐	☐	☐
10. The teacher made sure students were given feedback on their achievement of lesson objectives	☐	☐	☐	☐	☐	☐

SAMPLE 2

CHECKLIST FOR EVALUATING SPECIFIC SKILLS

In demonstrating a concept or principle, the teacher:	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. selected an example of the concept or principle that could be easily demonstrated	☐	☐	☐	☐	☐	☐
2. set up the demonstration where it could be easily viewed by each student	☐	☐	☐	☐	☐	☐
3. related the new concept or principle to students' own experiences or previous instruction	☐	☐	☐	☐	☐	☐
4. defined terms or gave background information when necessary	☐	☐	☐	☐	☐	☐
5. had all materials and equipment ready for use	☐	☐	☐	☐	☐	☐
6. performed the steps of the demonstration in a logical order	☐	☐	☐	☐	☐	☐
7. observed students to see that they were following the demonstration	☐	☐	☐	☐	☐	☐
8. summarized key points during the demonstration and/or at the conclusion of the demonstration	☐	☐	☐	☐	☐	☐
9. determined students' comprehension of the concept or principle by obtaining some form of feedback	☐	☐	☐	☐	☐	☐
10. used visual aids to illustrate any steps that were difficult to observe	☐	☐	☐	☐	☐	☐
11. had students analyze a new situation in relation to the concept or principle	☐	☐	☐	☐	☐	☐

SAMPLE 3

CHECKLIST FOR STUDENT USE

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. This teacher asks our opinion in planning work to be done	☐	☐	☐	☐	☐
2. Frankly, we don't pay attention to this teacher	☐	☐	☐	☐	☐
3. This teacher makes sure we understand our work	☐	☐	☐	☐	☐
4. Our teacher is very good at explaining things clearly . .	☐	☐	☐	☐	☐
5. Sometimes I think this teacher is deaf	☐	☐	☐	☐	☐
6. This teacher helps us get the most out of each hour . .	☐	☐	☐	☐	☐
7. This teacher makes everything seem interesting and important	☐	☐	☐	☐	☐
8. It seems that somebody is always getting punished in this class	☐	☐	☐	☐	☐
9. This teacher makes very careful plans for each day's work	☐	☐	☐	☐	☐

Videotaping. As with checklists, use of videotaping can increase the objectivity of your evaluation efforts, particularly efforts involving self-assessment. It is difficult, if not impossible, to conduct a lesson while also trying to "watch" yourself conducting it. Such an approach cannot help but affect the quality of the lesson presentation. Your attention should be wholly on the lesson—not split between teaching and self-assessment.

Furthermore, trying to teach and self-assess simultaneously does not allow you to really "see" yourself in action. By the time you sit down to assess the performance using a checklist or other device, much of what occurred during the lesson may be hard to recreate and accurately assess.

Being able to view and review your performance on videotape provides a much more solid basis for self-assessment. It is somewhat easier to step back and view your efforts as a disinterested third party. It also allows you to see mannerisms and habits you might not pick up on in any other way. With a skilled camera operator, you can also review students' reactions—verbal and nonverbal—to the lesson presentation.

Assessment of videotaped performances is not just for self-assessment purposes, however. Supervisors and colleagues can also review videotapes of your performance. This allows them to study each performance more closely, replaying sections if needed. Having the videotape available also aids in the discussion of your strengths and weaknesses. A supervisor can, for example, clarify or verify a point by referring to a section of the tape.

Assessments of student performance. Feedback from students can be obtained on an informal basis. In your daily contacts with students, you can learn a great deal about their perceptions of how well the course is being taught and how much they are learning. In addition, there are an infinite variety of ways to formally assess how well or how much students are learning in your class.

Early in the school year or term, you need to determine what your students know already and what each student's needs, interests, and abilities are. This information is critical if you really want to measure student improvement. Then, as the year or

term progresses, you need to use **quizzes**, **exams**, **performance checklists**, and similar devices on a continual basis to get feedback (for use by both you and the students).

These feedback devices should be designed so that you can determine student progress in all three domains: cognitive (knowledge), affective (attitudes), and psychomotor (skills). You can compare a student's performance on a test to his/her normal level of performance. You can check how the entire class did on a particular test to see whether specific items were missed by a significant number of students.

Anecdotal records. Such records are another technique for gathering feedback, especially at the secondary level. These are records that describe significant incidents or behaviors, both positive and negative. Anecdotal records are commonly used by teachers to record observations of students with behavior problems or students who otherwise need assistance. Such a record, kept over time, shows a pattern of behavior that is helpful in analyzing problems.

In a similar way, anecdotal records of your own performance can be useful in evaluating your teaching effectiveness. By jotting down verbal comments—positive and negative—that you get from students, parents, or others (e.g., employers involved in your cooperative program) concerning your teaching, you can begin to pick out patterns that indicate your overall strengths and weaknesses. For example, such comments as, "presented a really exciting lesson," "caused a student to become upset," "confused students in explaining a concept," can be good indicators of your teaching effectiveness.

Many lesson plan formats include a space for making notes or remarks. If you use part of this section to keep a record of students' reactions, verbal and nonverbal, to your lessons, you may be able to see which techniques are working well for you in which situations and, also, which techniques you are not using well.

Use of Feedback Results

Once you have determined **how** your instruction will be evaluated, **who** will be evaluating it, and **what** methods or instruments will be used, you can begin to gather data on your instructional effectiveness. The feedback itself is not an end product. It serves as a **tool** with which you can determine your strengths and weaknesses, set reasonable goals for improvement, and plan a program to build on the strengths and correct the weaknesses.

For example, suppose that your initial feedback shows that a small group of students in your class is consistently "tuned out." Their tests, quizzes, and class participation show this. A supervisor made note of their obvious disinterest during her observation of your class, and you have noted this yourself. As a result, you are determined that you will reach this group of students. Next, you need to determine how this can be done.

You and your supervisor discuss your goal and come up with the following plans for attaining it:

- Meet with the group of students to discuss the situation and get additional feedback about why the problem exists.
- Meet with other teachers to discuss the problem. They may have encountered and solved similar problems. Or they may have the same problem with that same group; together you may be able to overcome it.

Should you discover after having completed these activities that all these students have reading problems, you would be able to plan further how to meet your goal. You could select materials written at a lower grade level, review the literature for recommendations, or consult with supervisors about ways of reaching students with reading problems.

Sample 4 is a worksheet you could use in setting and reaching your improvement goals. The form includes space for keeping a record of the activities you undertake relative to your goal, as well as space to summarize the results of your efforts and to note how your experience could be of assistance to others.

Solving one problem or reaching a single goal should not be the aim of your evaluation plan, nor is a "one-shot" evaluation adequate. Consider again the statement, "So long as you're green you can grow." For you to be effective—to grow—you must want to improve your teaching effectiveness and to take the necessary steps to collect appropriate feedback data. To be effective, evaluation must be continual and systematic—an inherent part of the teaching process. As you identify and reach one goal, you should set another. In this way, you can ensure that your instruction will, in fact, be effective and continue to improve over time.

SAMPLE 4

PROFESSIONAL IMPROVEMENT WORKSHEET

Teacher _____ Date _____

Building/Department _____ Assisted by: _____

I. STATEMENT OF PROFESSIONAL GOAL: (Date _____) _____

_____

_____

II. PLANS FOR ATTAINING GOAL: (Date _____) _____

_____

_____

III. PROGRESS LOG:

Date *Comments:*

_____ _____

_____ _____

_____ _____

IV. CONCLUSIONS: (Date _____) _____

_____

_____

_____

_____

_____

You may wish to interview one or more teachers experienced in evaluating their instructional effectiveness to determine the evaluation procedures and methods they use. Consider and compare their use of such methods as checklists, observations, anecdotal records, videotaping, and assessments of student performance.

The following item checks your comprehension of the material in the information sheet, Evaluating Instructional Effectiveness, pp. 6–13. The item requires a short essay-type response. Please respond fully, but briefly.

SELF-CHECK

What would be the characteristics of an ideal program for evaluating instructional effectiveness?

Compare your written response to the self-check item with the model answer given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL ANSWER

An ideal evaluation program is carefully planned. Student progress is continually monitored by quizzes and tests so you know whether they are, in fact, grasping what you're teaching. Students are encouraged to give you informal feedback. This does not mean they **critique** each lesson. It means that they feel free to indicate, for example, when something is not clear to them.

Observations by supervisors, administrators, teachers, and other "experts" are made periodically. Self-evaluation is a part of the program. You note on each lesson plan your assessment of the lesson's effectiveness. You videotape lessons occasionally and review them later. All feedback gathered is summarized and studied to see what instructional strengths and weaknesses are indicated.

As a result of these efforts, plans are made to eliminate the weaknesses and to build on the strengths. Feedback continues to be gathered, and new improvement goals are set. In sum, evaluating instructional effectiveness is a **continual** process, and the teacher—with a receptive attitude toward suggestions and constructive criticism—will use a **variety** of sources for feedback.

Level of Performance: Your written response to the self-check item should have covered the same **major** points as the model answer. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Instructional Effectiveness, pp. 6–13, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given a case study of a teacher evaluating her instructional effectiveness, critique the performance of that teacher.

You will be reading the Case Study, pp. 18–21, and critiquing the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in evaluating her instructional effectiveness by comparing your completed critique with the Model Critique, pp. 23–24.

The following case study describes one teacher's efforts to evaluate and improve her own instructional effectiveness. Read the case study and then **critique in writing** the performance of the teacher described. Specifically, you should explain (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated her responsibilities.

CASE STUDY

A teacher with one year of experience was working at an area vocational-technical school. At the end of the first year, she had reservations about how well she had performed as a teacher. She decided at the beginning of the second year to develop a plan to evaluate her instructional effectiveness.

She began talking with other instructors about how they evaluated themselves. One teacher indicated that a self-appraisal technique was the only approach to take. Others responded that it would take input from students, administrators, and other teachers over the entire year to evaluate fully how well a teacher was performing. Some teachers shared other ideas on collecting the information and suggested she use student reaction questionnaires, videotaping of classroom presentations, and visits to the classroom by supervisors and colleagues.

As she listened to this advice from her colleagues, the teacher began to formulate a plan for the coming school year. The first item in the plan was to list the areas of instruction and teaching she felt needed improvement. This list became rather lengthy, and she began to realize that it would take more time and effort than she could afford to spend.

In order to overcome this problem, she enlisted the assistance of the department chairperson and supervisor of instruction to help determine what areas might be more important than others. As a result of these conversations, she decided to evaluate effectiveness initially in the areas of (1) giving classroom presentations and (2) evaluating student performance. She decided to use the students and the state supervisor of her instructional area as her primary sources of information.

In order to obtain information from the students, she prepared and administered a questionnaire pertaining to classroom presentations and student evaluation. A summary of the results is found on p. 19. The state supervisor of instruction was asked to visit and observe her performance in giving a presentation to the class. A copy of the supervisor's evaluation is found on p. 20. The final source of information was a summary of student scores on an achievement test, p. 21, which was administered for the unit that was partially observed by the supervisor.

After collecting and summarizing this information, she began to analyze the results. She looked for data that would help her draw some conclusions regarding her instructional effectiveness in the areas of giving presentations and evaluating student performance.

As she reviewed the data on presenting lessons, she noticed that the students felt her explanations were not always clear to them. The state supervisor's evaluation reinforced this observation; he indicated that presenting ideas and concepts was accomplished at only a fair level of performance.

This information reinforced the idea that classroom presentations were an area in which she needed to improve. She decided that she needed to learn how to use visual aids more effectively in her presentations. She also decided that she needed to learn how to develop more structured and detailed lesson plans so that she could present information in a clear and logical manner.

In analyzing the data with respect to students achievement, it was obvious to the teacher that the test was very difficult for the students. She attributed

this to her problem in giving clear presentations. The teacher felt that if she improved her lesson presentations, students would be able to do better on their tests.

In formulating plans to improve her instruction, the teacher decided to ask another instructor, who had taught for several years, to review videotapes of several lesson presentations with her. In addition, she asked the instructional resource coordinator to help her prepare some visual aids to use in her presentations.

She also asked her department chairperson if he would review some lesson plans and critique them before she gave the presentations to students. In order to obtain additional feedback from the students concerning her planned improvements, she decided to prepare brief quizzes to give after each lesson presentation. She also prepared another student reaction form, to be administered after three lessons had been taught.

After formulating these plans, the teacher decided to ask her department chairperson to review her procedures for evaluating instructional effectiveness and to critique her analysis of the data and the plans made for the improvement of instruction.

STUDENT REACTION QUESTIONNAIRE SUMMARY

	No	Sometimes	Yes
1. Are the explanations given by the teacher clear?	6	10	5
2. Does the teacher display a knowledge of the subject?	2	0	19
3. Are the presentations made by the teacher interesting?	3	4	14
4. Does the teacher use audiovisual material to clarify difficult parts of a topic?	4	9	8
5. Are the assignments directly related to the presentations?	19	1	1
6. Are the tests given by the teacher fair?	16	4	1
7. Do the tests cover the information presented by the teacher?	15	4	2
8. Are the test results given to the students?	5	10	6
9. Is the grading system fair and clear?	7	8	6
10. Are the tests very difficult?	4	5	12

STATE SUPERVISOR'S EVALUATION OF ONE PRESENTATION

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
During the lesson, the teacher:						
1. related the lesson to the student's past knowledge or experience	☐	☐	☐	☒	☐	☐
2. stated specifically what the objectives were in terms of student behavior and why the objectives were important to the students	☐	☐	☒	☐	☐	☐
3. stated how the students might achieve the objectives and when they would know that they had achieved them	☐	☐	☒	☐	☐	☐
In the presentation, the teacher:						
4. talked to the students and not to the instructional materials	☐	☐	☐	☐	☒	☐
5. presented each idea or step in a logical sequence	☐	☐	☐	☒	☐	☐
6. presented only one idea, or method of doing an operation, at a time	☐	☐	☐	☒	☐	☐
7. presented the information or skill with ease	☐	☐	☐	☒	☐	☐
In the application, the teacher:						
8. observed the students practicing and provided encouragement, correction, or additional information	☐	☒	☐	☐	☐	☐
9. provided an opportunity for the students to show how well they had learned	☐	☐	☒	☐	☐	☐
10. had the students summarize the key points rather than doing it him/herself	☐	☐	☒	☐	☐	☐
11. clarified any key points not clarified by the students	☐	☐	☐	☒	☐	☐
During the lesson, the teacher:						
12. used instructional materials that enhanced the lesson	☐	☐	☐	☐	☐	☒
13. provided an opportunity for students to respond and/or participate	☐	☐	☐	☐	☒	☐
14. varied the pace and methods of conducting the lesson	☐	☐	☐	☐	☒	☐
15. reacted favorably to students' questions, answers, and comments	☐	☐	☐	☐	☐	☒

SUMMARY OF STUDENT SCORES ON A 35-ITEM ACHIEVEMENT TEST

STUDENT	NUMBER OF ITEMS CORRECT	PERCENT CORRECT	STUDENT	NUMBER OF ITEMS CORRECT	PERCENT CORRECT
Martinez	20	57%	Sandburg	8	23%
Quinn	15	43%	Olsen	7	20%
Johnson	10	29%	Gill	6	17%
Weatherwax	9	26%	Talman	11	31%
Rucker	12	34%	Stivac	13	37%
Krivicich	14	40%	Norton	4	11%
Hamm	21	60%	Huang	8	23%
Moore	25	71%	Hessler	30	86%
Esposito	11	31%	Bankes	5	14%
Piazza	6	17%	Feinstein	6	17%
Garagiola	9	26%			

Grading Key

A = 90–100%
B = 80– 89%
C = 70– 79%
D = 60– 69%
F = 0– 59%

Class Totals

1 B
1 C
1 D
18 F

NOTES

Compare your written critique of the teacher's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

This teacher "had reservations" about how well she performed as a teacher and decided to take active steps to improve by evaluating her instructional effectiveness. This openness to the need for improvement is commendable. However, her evaluation plan had weaknesses in it that would prevent her from getting the kinds of feedback needed.

She was on the right track when she started by getting ideas from others; however, she didn't really take it far enough. Having a few informal discussions with other instructors should have been just a beginning. She could have done some reading on the subject or discussed it with supervisors and administrators in charge of such evaluations.

Listing areas she felt needed improvement had its limitations. For one thing, we have no indication of how she was identifying these areas. Intuition? Informal feedback over the past year? A chance comment made by a fellow teacher? There seems to be no systematic basis for what she's doing.

Second, it is one thing to identify problem areas through feedback and then to plan to gather further feedback on those areas. It is quite different to limit your search initially to a small area. The whole point of evaluation is to identify areas of strength and weakness logically and objectively. By limiting her evaluation, this teacher could have failed to uncover other problems that are more critical or that may even be causing the problems she did identify.

She should not have limited her feedback sources to just students and the **state** supervisor. Local administrators and supervisors are more readily accessible. They could probably have observed several randomly picked presentations and given her a more accurate evaluation of her effectiveness than a state supervisor who observes her over a limited period of time—one class period, one day's classes. In addition, she completely overlooked herself as a feedback source. Her preliminary plans did not call for videotaping followed by self-evaluation.

Her data gathering was too limited. One unit test, one observation, and one class evaluation do not yield enough data to draw any real conclusions about overall effectiveness. It could be that she was not up to par during that lesson. Remember, this is the **beginning** of her second year, so the students don't really know for sure that her tests are unfair **as a rule**.

The data analysis was one of her weakest areas. She did not analyze data thoroughly and failed to notice key areas of weakness that should have been further evaluated. The things she did notice were limited: explanations not always clear, need for more visual aids. The need for visual aids is not even verified by the supervisor, who says that she did an "excellent" job of using instructional materials that enhanced the lesson.

Furthermore, her feeling that the low test grades were a result of her unclear presentation could have been unjustified. It's quite possible that it was a poor test. She should have noticed that the supervisor indicated that she did not state what the lesson objectives were, why they were important to the students, nor how students might achieve them. Also, apparently there was no opportunity for students to practice or apply the information presented. The students did not feel their assignments or tests were related to the information presented. Their test scores were disastrously low.

It is possible that the teacher is unsure of what specific objectives students should achieve. She may need skill in writing student performance objectives. She may just need to communicate the objectives more clearly to the students. The problems with objectives may be causing all the other problems. At this point, she doesn't have enough feedback to draw any real conclusions. And she didn't even use the data she had to determine what additional feedback is needed.

Again, she was not at a point in her evaluation program where she was ready to plan an improvement program. However, ignoring that issue, we still have a weak overall improvement plan. The plans that she made were superficial and limited to readily available resources. The actions she took were good; they just weren't enough.

Level of Performance: Your written critique of the teacher's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Instructional Effectiveness, pp. 6–13, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While working in an **actual teaching situation,*** evaluate your instructional effectiveness.

As you conduct your teaching activities, evaluate your instructional effectiveness. This will include—

- developing a plan to evaluate your instructional effectiveness
- collecting and analyzing information obtained from such sources as students, supervisors, other teachers, employers, and self-appraisal procedures
- developing a plan for instructional improvement based upon the results of the analysis

NOTE: Due to nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in evaluating your instructional effectiveness.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Evaluate Your Instructional Effectiveness (D-6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
Planning						
1. The following sources of information for evaluating instructional effectiveness were included in the plan:						
a. students	☐	☐	☐	☐	☐	☐
b. other teachers	☐	☐	☐	☐	☐	☐
c. administrators, supervisors	☐	☐	☐	☐	☐	☐
d. self	☐	☐	☐	☐	☐	☐
e. others (e.g., parents, employers)	☐	☐	☐	☐	☐	☐
2. Appropriate evaluation methods or devices were selected for use by each feedback source	☐	☐	☐	☐	☐	☐
3. The plan indicated how the feedback would be analyzed	☐	☐	☐	☐	☐	☐
Administering the Plan						
4. The need for the evaluation and the methods to be used were discussed cooperatively with each of the involved parties	☐	☐	☐	☐	☐	☐
5. Students' initial needs, interests, and abilities were determined so progress could be measured	☐	☐	☐	☐	☐	☐
6. One or more of the following evaluation methods were used to evaluate student achievement:						
a. class discussion	☐	☐	☐	☐	☐	☐
b. open-ended written evaluations	☐	☐	☐	☐	☐	☐
c. evaluation instrument(s)	☐	☐	☐	☐	☐	☐
d. other	☐	☐	☐	☐	☐	☐
7. One or more of the following evaluation methods were used to get feedback on teacher effectiveness from students:						
a. informal discussion	☐	☐	☐	☐	☐	☐
b. observation of their nonverbal reactions	☐	☐	☐	☐	☐	☐
c. checklist or other data-gathering instrument	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
8. One or more of the following evaluation methods were used to get feedback from other teachers, supervisors, and administrators:						
a. informal discussion	☐	☐	☐	☐	☐	☐
b. classroom visitation	☐	☐	☐	☐	☐	☐
c. classroom visitation with observer filling out checklist or other evaluation instrument	☐	☐	☐	☐	☐	☐
d. postvisitation conference between teacher and observer	☐	☐	☐	☐	☐	☐
9. One or more of the following evaluation methods were used for self-evaluation purposes:						
a. viewing a videotape of self instructing a class	☐	☐	☐	☐	☐	☐
b. completing a self-evaluation instrument	☐	☐	☐	☐	☐	☐
c. evaluating own lesson plans following the lesson presentations	☐	☐	☐	☐	☐	☐
10. The evaluation techniques used were effective	☐	☐	☐	☐	☐	☐
11. Feedback was compiled and studied to determine strengths and weaknesses	☐	☐	☐	☐	☐	☐
Using Results to Improve Instruction						
12. Appropriate procedures were developed to capitalize on strong points	☐	☐	☐	☐	☐	☐
13. Adequate preparations were made to overcome or strengthen weak points	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

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ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart
C–30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory
E–10 Combat Problems of Student Chemical Use

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G–1 Develop a School–Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H–1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H–2 Establish a Vocational Student Organization
H–3 Prepare Vocational Student Organization Members for Leadership Roles
H–4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Vocational Student Organization
H–6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I–1 Keep Up to Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K–1 Prepare Yourself for CBE
K–2 Organize the Content for a CBE Program
K–3 Organize Your Class and Lab to Install CBE
K–4 Provide Instructional Materials for CBE
K–5 Manage the Daily Routines of Your CBE Program
K–6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

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L–2 Identify and Diagnose Exceptional Students
L–3 Plan Instruction for Exceptional Students
L–4 Provide Appropriate Instructional Materials for Exceptional Students
L–5 Modify the Learning Environment for Exceptional Students
L–6 Promote Peer Acceptance of Exceptional Students
L–7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L–8 Improve Your Communication Skills
L–9 Assess the Progress of Exceptional Students
L–10 Counsel Exceptional Students with Personal–Social Problems
L–11 Assist Exceptional Students in Developing Career Planning Skills
L–12 Prepare Exceptional Students for Employability
L–13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M–1 Assist Students in Achieving Basic Reading Skills
M–2 Assist Students in Developing Technical Reading Skills
M–3 Assist Students in Improving Their Writing Skills
M–4 Assist Students in Improving Their Oral Communication Skills
M–5 Assist Students in Improving Their Math Skills
M–6 Assist Students in Improving Their Survival Skills

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